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ABSTRACT

The development and pilot testing of the Children and the Arts project is outlined. Developed by the University of Central Florida's College of Education in cooperation with the Florida Alliance for Arts Education, this project sought to address the needs of Florida's young at-risk students by providing teachers with arts experience lesson plans for both prekindergarten early intervention and school-age child care programs. Source Books of lessons in art, dance, drama, and music were developed for teachers' and caregivers' use in implementing arts experience with students. The Children and the Arts Source Books of Arts Experiences were pilot and field tested in Orange and Hardee Counties of Florida. Recommendations for implementing an arts experience program in Florida's pre-kindergarten and school-age child care programs are presented. The appendix details proceedings of the Children and the Arts Conference, which was part of a Florida state-wide in-service program. (BB)

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Final Report
Arts for At Risk Children
A Curriculum Development and Renewal Project
for the Department of Education, Division of Pubic Schools
by the University of Central Florida, College of Education
Dr. Mary Palmer, Project Director

CHILDREN AND THE ARTS was a curriculum development and renewal project developed by the University of Central Florida, College of Education in cooperation with the Florida Alliance for Arts Education for the Florida Department of Education, Division of Public Schools. This project sought to address the needs of Florida's young at-risk students by providing teachers with usable arts experience lesson plans for both pre-kindergarten early intervention and school age child care programs. Through this project, Source Books of Arts experiences were developed and field-tested, and a state wide in-service program was presented.

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The Source Book

In order to provide teachers and care givers with materials to use in implementing arts experiences with their students, Source Books of lessons in art, dance, drama and music were developed for both pre-kindergarten early intervention and school age child care programs. A statewide Curriculum Materials Development Team was appointed, based on recommendations from the Florida Alliance for Arts Education. Team members included arts education university and public school faculty members as well as child development specialists. Children and the Arts Source Books of Arts Experiences for Pre-Kindergarten Early Intervention and School Age Child Care Programs were developed. Copies of the final drafts of these books are included with this report.

It was determined that a sound recording of the songs used in the Source Book was an essential aid needed by most teachers and care givers. A "practice tape" was developed.

The Pilot Programs

Materials were field-tested in both a rural and an urban setting. Teachers and care-givers were provided with in-service education based on the Source Books. The project director as well as the site-based personnel field-tested Source Book lessons. The project director regularly taught demonstration lessons in pilot classrooms. Thirty-six teachers were part of the formal pilot-testing of materials in both Orange and Hardee Counties.

In addition, three UCF faculty members field-tested lesson materials in an Orange County public schools pre-kindergarten varying exceptionalities classroom.

Suggestions gleaned from all of these pilot programs and teachers were incorporated into the final draft of the Source Books.

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Children and the Arts Conference

On March 12, 1990, a statewide conference on Children and the Arts was held at the University of Central Florida. The purpose of this conference was to share the curriculum materials that had been developed, to seek input on improving the materials, and to provide in-service on implementing arts experiences in both pre-kindergarten early intervention and school-age child care programs.

Approximately 150 teachers and administrators, representing most Florida school districts, attended this Conference. Attendees participated in 50 minute classes in each of the four arts areas; art, dance, drama and music. Fifteen outstanding presenters were included on the program. In addition, sixteen UCF elementary education students assisted in implementing the Conference. To assist attendees in identifying sources for quality materials, an exhibit area including ten companies was established.

AT&T Transtech, Silver Burdett and Ginn Co, and Child Craft Education sponsored the coffee breaks and conference luncheon.

Participants were enthusiastic about their experiences at this conference. Overall, the most urgent need cited was for more in-service programs of the same type. A summary of participants comments is attached.

Service to School Districts

Following the completion of pilot programs and receipt of input from the March 12 conference participants and the curriculum review team, the final draft of both Source Books was completed. These books were sent to each Florida school district superintendent and arts contact person(s). In addition, individual copies were mailed upon request.

Follow-up Activities

The Children and the Arts project was a featured part of the August, 1990, Pre-Kindergarten Conference sponsored by the Florida Department of Education. Numerous school districts have requested in-service programs during the 1990-1991 academic year.

The project director presented the Children and the Arts program at a meeting of the Music Educators National Conference in March 1990. She also presented the program to the National Community Education Association Annual Conference in San Antonio in December, 1990.

Information on the project was shared at the International Conference on the Creative Arts for Early Childhood in Los Angeles in December, 1990. A major presentation is scheduled for the March 1991 meeting of the Florida School Age Child Care Conference.

A special presentation on Children and the Arts was included in the October meetings of the Florida Art Education Association and the Florida Association of Theater Educators annual conference. Several presentations are scheduled for the January 1991 Florida Music Educators Association Conference.

The Orange County Public Schools Community Education program has created a series of videotapes "Search for a Star", based on the Children and the Arts School Age Child Care Source Book. These tapes are available for statewide distribution.

In Polk County, a UCF doctoral student has utilized the Pre-kindergarten Source Book as the basis for a major in-service program for their pre-kindergarten staff.

Source Books have been mailed to Chief State School Officers in all states and territories. There has been strong interest in the program.

Recommendations for the Future

1. In order to make the arts a regular part of Florida's pre-kindergarten and school age child care programs, in-service for teachers and administrators is necessary. It is recommended that regionally based teams of arts educators be trained in providing in-service education based on the Children and the Arts Source Books. These teams would be available to provide the continuing local support so necessary for change and growth.

2. To successfully implement arts experiences in any program, at any level, administrative support is urgently needed. It is recommended that an arts education component be included as part of the initial certification and the re-certification of administrators.

3. The 1990 Source Books are a beginning step in making arts experiences accessible to non-specialist teachers. It is recommended that additional lesson ideas be developed and distributed throughout the state. Additional materials for children with exceptionalities need to be developed.

4. The arts can help children become active participants in life. Programs which help children and their families connect with the cultural life of their community can contribute positively to the overall goal of engagement in education. It is recommended that model programs of family education be developed. Further, in-school programs should be encouraged to utilize community resources to enhance the school's offerings in arts education.

5. Documentation of how a meaningful arts education program enhances the school environment, stimulates creativity, problem solving, cooperative thinking and doing is needed. It is recommended that a broad view of how the arts affect education be developed and substantiated.

6. Since having access to quality materials is essential to providing meaningful work in the arts, it is recommended that arts education resources be included in already existing Program Development Field offices.

Summary

The changes that we have been privileged to observe in classrooms, in teacher/pupil interactions and in parents' interest in their children's education have been encouraging and stimulating. It is apparent that the Children and the Arts Source Books ALONE cannot change educational practices. These printed materials coupled with an active in-service program, videotapes, and administrative interest and support have the potential to help make Florida's schools a better place to be.

It has been a pleasure and a professional challenge for me to work as the director of Florida's Children and the Arts project. The support and involvement of Department of Education specialists June Hinckley and Sandy Dilger have been vital to the success of this program.

APPENDIX

CHILDREN AND THE ARTS CONFERENCE

MARCH 12, 1990

Please check which program you attended today:
_____ Early Intervention
_____ After Care

Children and the Arts
University of Central Florida
March 12, 1990

ABOUT YOU

We are interested in your background in relation to the arts and to using the arts in your teaching situation.

1. What is your position?
_____ teacher
_____ supervisor
_____ program coordinator
_____ teacher aide/tutor
_____ other: please specify

2. What is your area of strength in the arts? (check as many as apply)

____ dance/movement
____ music
____ drama/creative dramatics
____ visual arts

Comments:

3. Which of the arts do you use in your work with children?

_____ dance/movement
_____ drama/creative dramatics
_____ music
_____ visual arts
_____ other (please specify) _____

4. Briefly describe <u>how</u> you use any of the arts in your work with children.

ABOUT THE CHILDREN AND THE ARTS Source Book:

1. Comment on the usability of the Source Book lesson plans:

   Listing of age-appropriate expectations in each art:

   "Fit" of the materials with your teaching situation:

   Usability in relation to supplies and equipment available to you:

2. What do you think are the <u>strengths</u> of the materials that have been used today?

3. Identify any areas that you feel need revision.

4. List any ideas for additions to the curriculum.

ABOUT TODAY'S PROGRAM:

1. Rate the effectiveness of today's program in establishing your <u>awareness</u> of the use of the arts in your program.

   ____ very effective ____ effective ____ not effective

2. Your Comments will be appreciated:

ABOUT IMPLEMENTATION of Arts Education in your program:

1. What additional support/assistance will be needed for you to use the materials and ideas that have been presented today?

2. List any ideas/suggestions that you have on how to facilitate implementation of these materials.

MORE ...

Please feel free to provide any additional comments.

CHILDREN AND THE ARTS CONFERENCE

PARTICIPANTS' COMMENTS
University of Central Florida
March 12, 1990

ABOUT IMPLEMENTATION of Arts Education in your program:

1. What additional support/assistance will be needed for you to use the materials and ideas that have been presented today?

- Assistance in drama lessons. I'm real new to pantomime and feeling comfortable with this area.
- Materials updated periodically; possibly by way of further workshops.
- Materials - recordings and instruments.
- Money - mine & hopefully the school's too, especially musical instruments.
- A follow-up after teachers have had a chance to experience these activities with their classes.
- More workshops of this type to promote awareness.
- None except perhaps the "Mostly Mother Goose" album.
- Funds to pay teachers to attend a workshop on Saturday or after school and to buy materials. One problem with implementation will be finding the time for after-school teachers to attend a workshop. It seems that payment for time would encourage them to attend. The program could be handled like the state supported math and science summer workshops.
- I was very lucky to have had a chance to participate today, but it would have been great for the rest of the staff to have been able to participate also.
- I hope I can remember it all.
- Teacher training workshops in breaking out of their old mental patterns and restrictive techniques of interaction.
- A bibliography.
- What has been presented will be digested by the six of us in attendance, to evolve implementation into our program.
- Tie it in with a High Scope Curriculum project.
- More workshops!
- To better myself in art.
- More music and P.E. coordination.
- No additional support needed. Just myself and the teacher are fine. We make a great team.
- A few minor supplies in a few instances.
- I average 19-21 children. 24 enrolled in my 4 & 5 yr. class. I could use an aide in my class. I could accomplish so much more with extra eyes and hands to assist and to share the children and their needs.
- More time or more input on how to properly manage the time available to use as many of the lessons presented today, as often as possible.
- We need to have the art teachers serve as resource people for the Pre-K teachers in art-related activities.
- Research in adaptive needs of exceptional learners.
- Again, most persons hired to work in childcare have minimal training in any of the areas. To provide with grant money.
- I will share the handouts with our centers to implement at future staff meetings. No additional support needed.
- Background of presenters with phone numbers, etc. in the event we'd like to invite them in for in-service. Extend to middle grades and jr. high level.
- Workshops for staff.
- Got just a taste--waiting for finished curriculum. Anxious to try out what I have learned today.
- A newsletter once a month with a new idea for each area.
- "Great Workshop!"

- Since we're piloting, just stay with us.
- The teachers were wonderful. They were very helpful.
- Additional workshops with more ideas and activities.
- The vendor material should have been better related to the content of the workshops.
- They've been good.
- To truly use these materials, all the staff members in our program should attend these workshops. I will pass on everything I've learned but certainly I don't have the expertise that the presenters have.
- The activities are very self-explanatory and easy to implement.
- I think the ideas are pretty clear.
- More teacher training sessions.
- Would like for the three teachers and six aides at my cite to go through this session.
- As it is used we may discover ways that assistance can be provided.
- Need to use the materials first (lessons) before answering this question.
- These materials will need to be shared with all of the classroom teachers: p.e., art & music teachers who come in contact with these children. It would help if you shared a workshop outline for us to return to our district and conduct the training. (It would never be to your caliber, but it would help.)
- It would be nice to attend another workshop like this one some time in the future.
- Additional extensive workshops and more shared materials.
- Video taped presentations would be helpful for me to use with training paraprofessionals.

2. List any ideas/suggestions that you have on how to facilitate implementation these materials.

- Workshops in district schools.
- Professionals participating in workshops can take back information to their county and help implement within their county.
- Mini-workshops for teachers and aides at the county facility. This needs to get to more people.
- Keep all Principals aware!
- Video types of children experiencing some basics in each area.
- Use one story as an example and show how from classroom to music; art, drama and movement, the child may learn in each area--demonstration.
- More research and literature sent to the principals and the classroom teacher.
- Video tapes to rent to schools, showing ideas for use!
- Would like to have a more extensive workshop in Nassau County (in-service).
- Mini-workshops to share with county. In-service Day to spread the good news!
- The implementation today facilitated a lot of things for me to be able to use in my classroom.
- Share with others. There was a lot of good stuff presented today. I hope I can remember all of it.
- Re-train the teachers. Show the teachers. Involve the teachers.
- Just do it! Spread it around!
- These ideas can only be adapted to individual programs for implementation.
- Try to encourage area school districts to provide a similar workshop day for their early childhood teachers.
- Summer institutes!
- Work together with the faculty community to coordinate the school-wide program of total school involvement in each others area of expertise.

- Ask feedback from supervisors, coordinators, etc. that were in attendance. Let them create a local workshop and report results.
- Get out to as many people as possible. Possibly a video of highlights of each workshop area to schools with people unable to participate. Excellent staff--opened my eyes to many easily implemented ideas that had not occurred to me.
- Start slowly.
- I could better use my area--plus the time factor. So much to do, I want to do and no time. Time revision for me!?
- Explanation (more) on importance of process vs product.
- I need time to really go through the packet.
- Very special Arts. Florida should carry these curricula ideas further by delineating in detail adaptations for parents and exceptional learner.
- "Trainers" to train "trainers" in each county would be most helpful. Staff development in each county needs persons such as those facilitators today--teaching someone in each county how to teach the masses of staff working with children how to use the materials. Good job today!
- Objectives for activities listed sequentially if this is preferable as in the case of drama or art.
- I feel workshops using these materials would be beneficial for most after care employees.
- This will be more beneficial to my instructors if they receive in-service training.
- Provide more workshops like this for a greater number of teachers.
- Provide additional workshops/training events.
- Regional Workshops--i.e. In-service days.
- I think that county-side in-services need to be held for teachers.
- For me as an administrator would be to seek out and provide equipment and materials needed; provide time for observation, discussion and sharing of ideas between teachers as well as teachers and supervisors.
- Teacher (school) workshops.
- Two hour sessions in a series for the teachers will help them to actually become aware.
- More workshops.
- We are (Mary Helen Rassi & Lynn Wilier) writing a Florida K-6 Drama Curriculum for Florida elementary schools.
- Keep it visible!! Publish and publicize schools and centers using this with children. Update with informational newsletters involving teachers implementing program!

GENERAL COMMENTS

Energetic Effort

Developmentally approp. vs. Age Approp.

Very usable

Would love to implement

Very appropriate

Great ideas

One of the best workshops I've been to.

Wonderful

Excellent

Creative exploration day!

Gave us encouragement.

The lessons were wonderful.

Some of my kids were very hyper and with these activities it helped me to help them.

The presenters were enthusiastic about their area and passed it on to us.

I loved the act!

I loved it!

Promotes self-esteem & group participation.

Extends & integrates the curriculum.

For transitions, for control, for interaction but mostly for creativity as a key experience.

Very worthwhile day for me.

Great fun!

I am bursting to expand my knowing & doing them more joyfully - to break out of my inhibitions.

Breaking out of old mental pattern & restrictive techniques of interactions.

Stresses using movements, props, manipulations & techniques that moved the child through success to independence.

Good foundation to get teachers started.

Full of Good ideas.

I gained many ways to implement the arts in my classroom.

Material are inexpensive to make.

Useful & usable

Promotes large motor skills development.

Learned lots of new ideas.

Reading readiness

Need rep. before expecting child to produce independently.

PROG PROGRAM YOU ATTENDED

Value label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO RESPONSE	0	4	4.7	4.7	4.7
EARLY INTERVENTION	1	73	84.9	84.9	89.5
AFTER CARE	2	9	10.5	10.5	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

POS YOUR PRESENT POSITION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TEACHER	1	56	65.1	65.1	65.1
SUPERVISOR	2	9	10.5	10.5	75.6
PROGRAM COORDINATOR	3	4	4.7	4.7	80.2
TEACHER AID	4	3	3.5	3.5	83.7
OTHER	5	14	16.3	16.3	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

DANCE STRENGTH IN DANCE

Value label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	54	62.8	62.8	62.8
YES	1	32	37.2	37.2	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

MUSIC STRENGTH IN MUSIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	51	59.3	59.3	59.3
YES	1	35	40.7	40.7	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

DRAM STRENGTH IN DRAMA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	59	68.6	68.6	68.6
YES	1	27	31.4	31.4	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

VIS STRENGTH IN VISUAL ARTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	51	59.3	59.3	59.3
YES	1	35	40.7	40.7	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

MOVE WORK WITH DANCE AND MOVEMENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	29	33.7	33.7	33.7
YES	1	57	66.3	66.3	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

CREA WORK WITH DRAMA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	35	40.7	40.7	40.7
YES	1	51	59.3	59.3	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

MUS WORK WITH MUSIC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	17	19.8	19.8	19.8
YES	1	69	80.2	80.2	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

VISA WORK WITH VISUAL ARTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	26	30.2	30.2	30.2
YES	1	60	69.8	69.8	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

OTH OTHER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	0	79	91.9	91.9	91.9
YES'	1	7	8.1	8.1	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0

- -

EVAL EVALUATION OF THE WORKSHOP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO RESPONSE	0	1	1.2	1.2	1.2
VERY EFFECTIVE	1	62	72.1	72.1	73.3
EFFECTIVE	2	21	24.4	24.4	97.7
NOT EFFECTIVE	3	2	2.3	2.3	100.0
	Total	86	100.0	100.0	

Valid cases 86 Missing cases 0